DOCUMENT RESUME

ED 102 179 95 TM 004 148

TITLE	IEA Six-Subject Survey Instruments: General Teacher Questionnaire.
INSTITUTION	International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).
SPONS AGENCY	Ford Foundation, New York, N.Y.; Leverhulme Trust, Londo (England).; Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden).; Volkswagen Foundation, Hanover (West Germany).
NOTE	16p.; For related documents, see TM 004 138-163 and ED 034 290 and 300
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	*Academic Achievement; Background; *Comparative Education; *Cross Cultural Studies; *Questionnaires; *Teachers
IDENTIFIERS	*International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed general information concerning teachers involved in the study. Information concerning this questionnaire can be found in ED 084 503. (RC)

ED102179

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

BEST COPY AVAILABLE

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
S = IV Specialist
N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Teacher Questionnaire - General Section

Data Bank Instrument Number TI2

TM 004 458

[illegible]

[illegible]

Teacher Questionnaire

The School Coordinator is responsible for passing on the Teacher Envelopes to the appropriate teachers and to do everything possible to secure their return, completed. Each teacher is expected to fill in only two or three of the parts of the questionnaire. The parts which are appropriate are explained on the questionnaire themselves. Teachers should be requested to insert their completed answer cards into the Teacher Return Envelope which can then be sealed.

The School Coordinator should collect the Teacher Return Envelopes for return to the National Center.

BEST COPY AVAILABLE

[illegible]

[illegible]

Please record the answers to the following questions in the appropriate place in section A1 on the answer card. The responses should be made by blackening the chosen response position with an ordinary pencil. Please give only one response to each question and erase all stray marks.

1. Sex (indicate one)

   1. Male

   2. Female

2. Age (indicate one of the following)

   1. 21 or younger

   2. 22 - 27

   3. 28 - 32

   4. 33 - 37

   5. 38 or older

3. Are you a specialist teacher with training to University degree level in Science or Modern Language?

   1. Yes, in Science

   2. Yes, in Modern Language

   3. No, but have a degree in some other subject(s)

   4. No degree

4. If yes, are you now teaching

   1. your special subject(s) only?

   2. your special subject(s) and one or two other subjects?

   3. only another(s) other than those for which you were trained to teach?

5. If yes, are you teaching

   1. a single subject?

   2. two or three subjects?

   3. most of the subjects in the curriculum?

[redacted]

[redacted]

be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to the IEA International.

8. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as 'home tasks' for the student. Students would be asked to find out the answers to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as 'home tasks' include: Father's Occupation and Father's and Mother's Education.

9. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g.,number of students in class, grade student is in etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).

BEST COPY AVAILABLE

10. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.

11. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.

12. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

BEST COPY AVAILABLE